

SPORT ORGANIZATION'S RELATIONSHIPS WITH PARTICIPANTS AND
COMMUNITIES

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ABSTRACT

Relationships between Organizations and their participants and the communities around them are seen as essential in the personal development of the participants themselves. This study investigates the different methods that organizations use to build those relationships and how they bring the communities they operate within to join in the process of helping develop the participants that go to these organizations and how they work in tandem so the communities can help themselves.

Keywords: Sport, Development, Relationships, Youth

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INTRODUCTION

The view for many Western countries has changed in the last forty years to shift the state's responsibilities to that of civil society (Debognies, Schaillee, Haudenhuyse and Theeboom, 2019; Rosol 2012). This has opened many different opportunities for a multitude of organizations in the Sport for Development (SFD) world to try and get different parts of the communities they are serving, usually the disenfranchised, the youth, or a combination of the two, to be included. SFD is defined as "the intentional use of sport as a tool to bring about positive change in the lives of people and communities" ("What is Sport for Development?"). This study was highly influenced by the work of Debognies, Schaillee, Haudenhuyse, and Theeboom in their study on relationships in SFDs in Belgian communities. Relationships between people are very important, as the human race is a very social one. We also use those relationships as a way to learn and as a way to adapt and comfort ourselves in letting us know there are other people that care for us. When we are comfortable and relaxed that is when we can develop the most. In situations where one is constantly on edge, it is difficult for one to do their best or learn because the mind is not focusing on what it should be focusing on. It is even more important for strong relationships to be formed in youth because they are more vulnerable to outside forces and more impressionable than their adult counterparts (Fredriksen and Rhodes, 2004). With these relationships also comes solidarity with one another, whether it is participant and practitioner or between participants in order to develop together (Hartman and Kwauk, 2011). Long term success of the projects put forth by organizations also depend on the communities themselves. It is important to include the community where one is operating in order to make long term success more viable whether it comes from personal involvement of the community or government backing when they see how it can help (Marshall and Barry, 2015; Schulenkorf, 2016).

One of the concerns that this new viewpoint of seeing civil society taking on the former state responsibilities however is how heavily it is focused on results (Debognies, Schaillee, Haudenhuyse and Theeboom, 2019). What this suggests is that it may be counter-productive for organizations to use a top-down approach where they use predefined goals to try and help a group of predefined disadvantaged youth in a one size fits all strategy; there will be further explanation on this in the following section. Now, as there is a lack of quantitative methods to measure success for existing programs, one of the approaches is to measure numerical results (e.g. amount of participants). There has been debate among scholars as to how effective these practices are in reaching developmental goals (Debognies, Schaillee, Haudenhuyse and Theeboom, 2019; Hartman and Kwauk, 2011; Coalter, 2013a).

In an effort to help fill the need for qualitative studies as well as to expand on the knowledge of the studies that already exist, this research paper will seek to undertake a qualitative study on relationships between practitioners and participants in different areas of Portugal as well as note how these organizations are working with the communities they are operating in. The reason that this study is important is two-fold. The first is because it will give a better understanding as to the importance of what these organizations in the sport for development field do for their beneficiaries in terms of their personal development and this will lead to better long term outcomes for the youth which will in turn lead to positive outcomes for the community (Parker, Morgan, Farooq, Moreland and Pitchford, 2019). The second, is that bringing the communities in on helping with the concerns affecting them, helps with the community becoming more self-sufficient and learning how to handle what they hope will be a long term solution to the problem around them (Schulenkorf, 2012; Peachey, Musser, Shin and Cohen, 2018). Because at the end of the day, work in the social sector

is meant to continue until the problem is solved, and when the communities can do that for themselves it's a step in the right direction.

LITERATURE REVIEW

In recent memory there has been an increase in the amount of studies about the qualitative aspect of the process however, one of those processes being the relationships formed between the participants and the practitioners. As Coalter (2016) and Crabbe (2007, 2008) have pointed out, “the relationships and interactions that exist between youths and adults are viewed as critical to foster young people’s development through sport” (Debognies, Schaillee, Haudenhuyse and Theeboom, 2019). Debognies et al. (2019) go on to say that other scholars claim that in order to effectively work and develop young people in disadvantaged situations, there must be meaningfulness in their involvement and relationships (McEvoy, MacPhail, and Enright 2016; Super, Verkooijen, and Koelen 2018).

The theory that influences their work is the theory of ethics pushed by Gilligan (1982), Noddings (1984 and 1992), and Botes (2000) that centralizes individuals as dependent on others and their relationships must be harmonious and their needs are taken into consideration when making ethical decisions. The process of caring for an individual for their development is seen as ongoing where both the cared for and the caregiver construct the relationship together (Gilligan 1982; Macartney 2012). By responding to the individual who is being taken care-of’s expressed needs, the caregiver helps to fulfill their development through involvement and support (Hollinrake and Thomas 2015).

Relationships Between Practitioner and Participants

Some of the key factors that need to be considered to make these relationships work and more importantly, help with the development of the youth include “time”. Time is extremely important because without making time to develop a relationship it will either be shallow or nonexistent, and you need a deep rooted relationship in order for it to be meaningful both to the practitioner and the participant. In order for there to be enough time to foster such relationships, the organization must have a good ratio of participants to practitioners. If there are too many participants, the practitioners will be overwhelmed and will not have the time to foster meaningful relationships with each participant, leading to the aforementioned problem (Debognies, Schaillee, Haudenhuyse and Theeboom, 2019). Debognies et al. (2019) and Rabin (2013) go on to make other important points such as the practitioners have to be authentic; meaning they cannot just pretend to care about the participant just to move forward with some idea they believe is relevant to the participant’s development. People know when others are pretending to be someone else and if they sense it, it will make them trust the person even less and can slow or even stunt the development.

The next point is for the practitioner to let the participant know they are on equal footing. The practitioner is not there with all the answers and should encourage the participants to find the answers themselves. This leads to two areas of growth, one where the participant tries to resolve issues with only a little encouragement from the practitioner, and the other leads the practitioner to learn from the participant. A final point is for the practitioner to be non-judgmental when working with the participants. Due to circumstances not always in their control, participants may perform harmful actions on themselves or others outside of the SFD organization and it is up to the practitioner to be someone they can rely on. It is when we are at our lowest point that we need someone to be there for us (Debognies, Schaillee, Haudenhuyse and Theeboom, 2019).

This theory of ethics can also be a counter measure to the aforementioned problem of the top-down style that organizations use. To go a little further into detail on this, the top-down approach where the top managers or department heads of the organization and perhaps even their funders and sponsors come together with a plan to enact in an area where they get little to no input from the community they are supposed to serve (Ginwright and Cammarota 2002; Giulianotti 2011; Haudenhuyse, Theeboom, and Coalter 2012; Mwaanga and Prince 2016; Darnell and Millington, 2019; Debognies, Schaillee, Haudenhuyse and Theeboom, 2019). This happens often when organizations in high income countries go to low and medium income countries and attempt to enact their ideas in the form of sport development (not sport for development), which is the training of athletes and coaches over social development needs (Guest, 2009; Kidd, 2011; Darnell and Millington, 2019). To further emphasize this point, studies done by Hills, Walker and Dixon (2019) as well as Coalter (2012) found that the programs barely did a systematic analysis of what they presumed to be the deficits in the areas that the program would be implemented. This created a “paradoxical danger of well-meaning projects being based on negative stereotypes, leading to misconceived provisions and inappropriate performance indicators” (Hills, Walker and Dixon, 2019).

Coalter (2007) argued that a SFD theory of change informs program design and practice to maximize the possibility of achieving the desired outcomes. It should start with desired outcomes and work backwards, identifying the mechanisms that serve as causal factors rather than assuming a cause and effect relationship between participation and desired outcomes (Coalter, 2012; Hills, Walker and Dixon, 2019). In support of a more bottom-up approach, Darnell and Millington (2019) emphasized how programs need clearly defined goals and strategies with a prosocial focus on

participants' strengths, not their weaknesses. Their goals and strategies however, need to be based on what they learn from the participants, not some preconceived notion based on stereotypes.

To further expand on how important it is that the participants and practitioners form strong relationships is the fact there have been scholars who have argued that sport by itself does not always lead to positive outcomes (Bailey et al., 2009; Fraser-Thomas and Co'te', 2009; Coalter, 2012; Cryan and Martinek, 2017; Hills, Walker and Dixon, 2019; Opstoel, Prins, van Tartwijk, De Martelaer, Chapelle, De Meester and Haerens, 2019). Practitioners need to use sport as a vehicle to help develop participants and teach them life skills as well as promote psychosocial development as well (Petitpas, Cornelius, Van Raalte, et al., 2005; Opstoel, Prins, van Tartwijk, De Martelaer, Chapelle, De Meester and Haerens, 2019). "Coalter (2012)... found that sport was presumed to play an important role in change but that the participants rarely mentioned the sport components when discussing the mechanisms that resulted in perceived changes" (Hills, Walker and Dixon, 2019). They go on to say "...relationships with role models were reported as the key mechanism in achieving intended outcomes, whereby support was provided by role models beyond the sport setting, and relationships were built based upon respect, trust, and reciprocity". Based on Bowtell's (2006) work, Parker et al. (2019) highlight "the effectiveness of initiatives... [Where] community sports coaches [are] effective change-agents who have the capacity to deter youth from crime".

There have also been studies done that show that not just practitioners in SFD organizations should focus on the relationships formed with their participants but also physical education teachers and coaches as well (Pennington and Sinelnikov, 2018). Although their work has more to do with promoting prosocial behavior through different styles of teaching highlighted by a three pronged approach stated by Figley (1984), which includes placing students in situations where they will confront moral dilemmas, for practitioners to exercise indirect teaching styles, and to create a

supportive environment. Their work does make points that can be used however in the co-organization and participation in the management of events. For instance, Pennington and Sinelnikov (2018) state that during sport education, practitioners should use a more “indirect teaching style that allows students to exercise their own sense of agency and autonomy in the learning experience...students share in the planning and administrative roles...” They go on to mention that “when the teacher takes on the administrative roles intended for students, the model is watered down and prosocial development may be a casualty” (2018). This further emphasizes the importance in encouraging participants to “self-manage” in situations like these, not to be confused with practitioners just becoming observers, where they can learn through taking a leadership role.

Relationships between Practices and Communities

The next important point where there should be a co-organizing of events with the organizations and the participants and communities coming together to decide what should be done as well as how everyone can participate (Marshall and Barry, 2015; Schulenkorf, 2016; Debognies, Schaillee, Haudenhuyse and Theeboom, 2019). This point diverges into two parts, the first one being in the context that within the organization itself, practitioners should try and get suggestions and ideas from the participants to include them in the process. If it is within their means, the organizations can agree to the idea and it can lead to some fulfillment in the development of the participant (Debognies, Schaillee, Haudenhuyse and Theeboom, 2019). The other part that this point diverges into is the inclusion of the community itself, such as family members and neighbors into the process itself.

Schulenkorf (2016) noted that local community members could see the ideas and suggestions as “mini projects” to show that they could run such projects on their own. This is important because in order for there to be long term success for the organization in the area as well as the development to continue when the organization is no longer there, there needs to be a supportive community that can eventually take the reins of these programs. This is also backed by Marshall and Barry (2015) who claimed that it was important to engage “children, parents, and instructors in socially inclusive sport activities, with the intention of producing personal development, interethnic acceptance, and collaboration...” (Lyras, 2007, 2012b; Lyras & Welty Peachey, 2011).

Schulenkorf (2016) also addressed that special events can create new interest and excitement for the SFD activities which could “reengage stakeholders, leverage partnerships, and provide opportunities...” Both of these divergent parts can also be seen as the working together for their sense of justice. The justice of righting the wrong that society has bestowed upon them and for them to come together and uphold it. “...sport is connected to the pursuit of social change, and in which people are afforded the opportunity to participate in their own struggles for justice, both individually and collectively. Development, in this vision, is not something to be bestowed onto another, but a process to be undertaken with others in a spirit of solidarity (Hartmann & Kwauk, 2011)” (Darnell and Millington, 2019).

In a study done by De Rycke, De Bosscher, Funabashi and Sotriadou (2019) on the “Public Perceptions of the Societal Impact of Elite Sport” some parallels can be drawn where they note that policies should have the support of relevant stakeholders; the same can be said about organizations that come with projects in mind for communities, they need the support of the communities themselves in order to have long term success. A different report by Giulianotti (2012) highlighted that organizations had “key features which included sustainability, empowerment of user

communities, they were located in wider social, political, and cultural contexts...” The interpretation of this is that communities and the organizations within them can help each other. The organizations help empower the communities, and in term the communities make stronger cases for the organizations to be sustainable in where they are operating within the contexts surrounding them. Furthermore on this point, a study by Peachey et al. (2018) argued that “practitioners... [should] use local stakeholders to help develop strategies, exit plans, etc.” By this, the idea is that the main goal of all social organizations is for them to eventually disappear as there will no longer be a need for them. If organizations get help from the communities in which they operate, it will help with that mission. For instance, they could try and get funding from local or regional sponsors. When it comes to the exit strategy, the general idea is that they will no longer be needed but if that does not happen, an idea would be to educate the communities so that they could also be able to take up the work of the organization or even join the operation to have local employees in their own communities.

Following the literature review, this work project aims to answer the question of “In what ways are organizations using different methods to build relationships with their participants and the communities they’re in to affect their development?”

METHODS

Research Design

In order to get the qualitative data needed for this study, online interviews were conducted with heads of different organizations around Portugal that worked in the sport for development field. Contacts were established with the help of advisors as well as with some searches on the internet.

The methodology of the interviews is based on Robert Yin's (2003) qualitative research methods. The way the research was designed was to use qualitative interviews for the founders and top level employees in some of Portugal's organizations in the SFD field. Since there are many different types of sports and different types of organizations (e.g. non-profit, hybrid) in the sector it could be broadly formatted. This means the activities can range from classes, to academies, to sport clubs, the list goes on. Although the sampling was small due to the pandemic, and that will be touched upon later in this section, the study tried to obtain qualitative data from different organizations with different business models focusing on different sports. It is also important to understand the context in which this data was received as the interviews are supposed to be subjective according to Yin (2003) and to see how the people getting interviewed view the situations themselves. Calling these activities, "practices", was done purposefully just to simplify everything due to its diversity. The organizations chosen were diverse in what they did as well as how they operated.

As per Yin (2011), the research method starts with the topic of study and as mentioned prior, it will be a study to answer "In what ways are organizations using relationships with their participants and the communities they're in to affect their development?"

Sample and Data Collection

The data collection method will be online video interviews that will be recorded with the permission of those being interviewed as well as their name and the name of the organization they work for. Permission to record is done prior to the actual recording and a written permission to record via email is also obtained. Before the interview or after, it is also asked if they would like to be kept anonymous so even if everything is recorded, the interviews would be checked to make sure no names are given and the study would also reflect that. If the interviews were not enough to obtain all the data, more data would be collected via questions through emails. This could be due

to poor timing of interviews, clash of schedules, or even after reviewing the data and seeing there could be more to gain. Each interview lasts from forty five minutes to a little more than an hour long and each interview is transcribed from video to text. The interviews were done in English to keep them universal and that should be taken into consideration if only for the grammar aspect. As a native English speaker, understanding the context in what they were saying was very important in transcribing the interviews. The transcriptions themselves are time stamped for when there is a change in who is talking as well as a moniker to identify who is speaking. The interview transcriptions can be found in the appendix at the end of the study. The transcripts were also sent to the interviewee as a way for them to elaborate on anything they said during the interview if they felt it necessary.

The sample of participants follows a purposive broader level sampling method (Yin, 2011) where the study has two broader level units and as slightly touched on before, will come from the founder of Social Innovation Sports, Ricardo Carvalho and Pedro Rocha e Melo who worked with Escolinha de Rugby da Galiza and is working with Casa Pia on a project. These specific study units are believed to yield the most relevant data given the topic of study (Yin, 2011).

Field Issues and Limitations

The initial plan was to interview many different organizations and different employees within the organizations to get qualitative data from the top of the organizations such as founders, CEOs or those who are responsible for many people like managers if those organizations have them; all the way to the employees who work directly with the practitioners themselves to have a more direct line to the work that is being done. Unfortunately, due to the COVID-19 pandemic that was happening during the time of this study, many organizations were closed so the data that was anticipated to be done when there were actual sessions between the practitioners and the

participants did not come to fruition. Based on Yin's (2011) way of handling a constraint at the broader level would be to do a follow up study at a later time.

FINDINGS

Case By Case Findings

In the interviews done with Mr. Ricardo Carvalho and Mr. Rocha e Melo, there are some interesting topics that they talked about in relation to the study. First is the interview with Mr. Carvalho, the founder of Social Innovation Sport. He talks about how important it is for himself to work on something he is more passionate about and for him that happens to be sport and using it to create social capital for young people who are in need. The company he founded is Social Innovation Sports and he describes it as a company that helps teach soft skills to aspiring teenagers and young adults that are working in the sporting field. They work with a lot of different sport organizations such as Escolinha De Rugby Da Galiza and Academia Dos Champs ("Boas Práticas: SI-Sports") who are also trying to help youth through sports in some way or another. They use a mix of settings in order to benefit their participants. One such setting is a classroom where they engage the beneficiaries and teach them soft skills relating to sport and sport management. They also use webinars which really helped them in this pandemic. He goes on to say that these beneficiaries have high levels of motivation during these classes as it provides an opportunity to have a better situation than their parents did (R. Carvalho, Online Interview, May 11, 2020).

He talked about how his organization drives the agenda but takes a lot of feedback from the communities and the participants that they then incorporate into what they do. To go into a bit more detail, Mr. Carvalho talks about how the participants have to do some tests, so in that aspect it is

driven by his organization but the tests include “they need to create a club, organize a club, have directors, create a name, the colors of the team, the symbol, all those kinds of things, and they are working, they are free to decide how they work between themselves. That’s the main goal, to develop their soft skills, to give them some topics, they will go through and find a way to do it” (R. Carvalho, Online Interview, May 11, 2020).

For the communities, he mentions the importance in constantly taking in feedback from them in order to constantly better themselves in order to better serve those communities. “They are the main reason for our projects. So we are always bringing new partners for the table that can bring some value for that community. Saying entities that can help those communities, people from those communities to find jobs. Entities that can help them, they are facing needs in some areas, bringing all those organizations and those people to do this. Where we feel that we are typically working with the people in the companies for example that are responsible for social responsibility. At least on a personal individual point of view, they are always trying to help. Sometimes the organization doesn't bring all the resources and all the things that we would love to have from those entities. But they are, we are always connected to them and we want always to veer from their side, what are their needs, what they want, where they need help, always, otherwise the project doesn't make any sense.” (R. Carvalho, Online Interview, May 11, 2020).

Themes of the Interview with Mr. Carvalho	
Lowering age to include younger participants	Community Inclusion/Feedback
Taught soft skills (time management, listening)	Sport for non-sport learning
Have activities where they make big decisions	Self-management
Class based participation	Ratio

Participants influences time with practitioners	Time for relationship building
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Table 1.

The interview with Mr. Pedro Rocha e Melo also brought things to light. He talked a bit about how Escolinha de Rugby da Galiza really worried about their participants outside of rugby to make sure they were being taken care of. For instance, he said “health, kids were going to the dentist, kids at the age of 12 had never seen a dentist, now they were able to go. Of course all the other health support for the rugby activity. Nutrition, kids were joining practices without eating. They eat very poorly and some of them were not eating at all. That was strong and it still happens, not only then unfortunately. So to worry about having not only meals but healthy meals and all that area developed a lot.” (P. Rocha e Melo, Online Interview, May 15, 2020). He went on to talk a bit more on how they would try to bring in some of the families and teach them how to cook healthy meals with what they had at home. This is interesting due to the fact that this organization was actively going above and beyond their initial purpose. They were doing their best to help these participants on necessary things that would have impacts on their lives in the world outside.

Mr. Rocha e Melo also mentioned that families outside of their target population were coming in to participate in the organization as well. He mentioned that “we had a lot of families coming to Escolinha de Rugby da Galiza but not the typical families that we were concerned at the beginning and the typical families that started the project. So we had people with other social and financial conditions starting to join the project because they liked the way it went...” (P. Rocha e Melo, Online Interview, May 15, 2020). The organization was doing well enough that people were going there and “...weren’t very worried if it was a social project” (P. Rocha e Melo, Online Interview, May 15, 2020).

In trying to get the community to be more active, with varying results, Escolinha de Rugby da Galiza built a parent association to try and get the family members of the participants involved and bring a more familiar presence into what they do. The feedback was mixed however. There were parents who helped make food for the tournaments and those that had cars could help with travel related issues. He noted that a “Big percentage of the families from these underprivileged neighborhoods weren't very present” and when we went to tournaments, mostly with the younger ones, so kids from 6-10, 12 years old, all clubs have plenty familiars there supporting you know? All the kids go with their families. We had to rent a bus and go with them because we didn't have any family taking their kids there, ok?” (P. Rocha e Melo, Online Interview, May 15, 2020). But at the same time, the participants would come from different backgrounds and ethnicities, sometimes not on friendly terms with one another in the neighborhood but they would build camaraderie while playing (P. Rocha e Melo, Online Interview, May 15, 2020).. They then bring that back with them when they go home and with time that will build stronger relations within the community and they will then involve themselves. Some of the older participants already help when they can which they hope to then come back when they get older.

Mr. Rocha e Melo also makes an interesting point about how using sports, in this specific case rugby, was being used as a supplemental education tool to go along with school to help teach things that they could learn in school or, some would say more importantly, outside of it. He notes that “Rugby teaches some of that. Organization, method, rigor, sacrifice” (P. Rocha e Melo, Online Interview, May 15, 2020). While schools focus on the academic side of things, not all of the schools and all of the teachers teach the students some of these things mentioned by Mr. Rocha e Melo. In terms of the supplement to the actual learning, he talks about how while playing, there has to be decisions made in a split second based off the number of people on the field and you have to use

quick math in order to make the best decision. “You have to be good at math because you have half of a second to decide, to count. 2-6 is easy but sometimes its 3-4 and sometimes...you have to count who you have on your side as well, if you have 2-3. That's math.” (P. Rocha e Melo, Online Interview, May 15, 2020). He does make a stipulation that at a senior level there has to be more detail but for young children, he argues, it helps.

Mr. Rocha e Melo also talks about a combination strategy where there has to be a bit of both leadership from the practitioner side and leadership from the participant side. He talks about how they try to focus the participants on being leaders of themselves first. To be responsible on what they do and what they can control. Of course they want all the participants to become great leaders but if that does not happen, being responsible for your own actions is a good outcome as well. The role of the practitioner is also to lead, he says but it should be leading the facilitation of the participants so they too can be put in situations where they make decisions. Self-management here comes in the form of making decisions for themselves but can influence the outcome of others around them. The finesse comes in the fact that it's in a sport played by young participants with no serious detrimental outcome if they slip up.

The interview with Mr. Rocha e Melo was very insightful on the topic of the ratio of the practitioners to the participants. He mentions that on abnormal days in the past there could be twenty participants to one practitioner but that is not usually the case. Now, he says, some of the young adults from the older team help the coaches with the younger participants. This way, they can devote more time to the children to ensure that those kids can get the attention they might need from the practitioners. More time with practitioners allows the participants to be guided more thoroughly with the hope of reaching positive outcomes for the participants.

Authenticity is essential when trying to create strong relations. It shows others that a person is genuine and that is the foundation of trust. In terms of this study, if practitioners were found to be inauthentic by the participants, it could lead to poor results in their relationships which they need in order to help develop them. To be honest in your actions and to show that you really care is important and Mr. Rocha e Melo talks about a trip he went on with the participants for a week in Coruche, and when he saw the kids take the bus to go back home he started crying “I remember seeing the bus leave and start crying, but crying, I think I never cried like that in my life. It's because of that, it's tough...” (P. Rocha e Melo, Online Interview, May 15, 2020). This shows a level of authenticity that strong relationships can be built on.

Themes of the Interview with Mr. Rocha e Melo	
Started a parent association	Community Inclusion/Feedback
Used Rugby to teach arithmetic	Sport for non-sport learning
2 practitioners for 20 participants	Ratio
Emotional for the participants	Authenticity of practitioners
Used individual and small group sessions	Time for relationship building
Focused on leading oneself while striving for overall leadership	Self-management

Table 2

Cross Case Findings

Although not exact matches, the data shows how the two organizations have similarities in the way they operate, differences being what they did and the degree to which they implemented their operations. For instance, in terms of community inclusion and feedback, they both deemed it important to their organizations but they approached it differently. One organization deemed their

feedback critical due to the fact that they do these projects for them (R. Carvalho, Online Interview, May 11, 2020) while the other deemed the inclusion necessary in order for the participants to benefit outside of the organization while at home or at school (P. Rocha e Melo, Online Interview, May 15, 2020).

Another way they differ in method is their ratio of practitioners to participants. The difference is not drastic however unless there are unforeseen circumstances and that has to do with the setting in which they interact with their participants. Social Innovation Sports, although uses sports with other organizations, they use a classroom setting which fluctuates. On the other hand, Escolinha de Rugby da Galiza uses a single sport with a set number of players on a team so the number of participants to practitioners does not fluctuate drastically.

Self-management is a topic both organizations had focused on with their participants in order to help them develop. Social Innovation Sports seemed to focus more on the “management” side of self-management where they would have the participants be free to decide on things within a set guideline of what they should be working on much like a future manager. Escolinha de Rugby da Galiza on the other hand looked to focus more on the “self” aspect of self-management where although they wanted the participants to all be leaders, if they could be responsible for themselves it was a step in the right direction (P. Rocha e Melo, Online Interview, May 15, 2020).

Where there seems to be a major difference in how they operate is the time they take to develop relationships with their practitioners with one on one time or small group settings. Mr. Carvalho of Social Innovation Sports mentioned that participation was heavily influenced by the participant and if they deemed something else was more important to them then it was their decision to use their time on it. Mr. Rocha e Melo on the other hand pointed out that he and the organization he

worked with had a heavy hand in ensuring the participants would have time made for them to make sure things were going well outside of the organization.

Another difference is their method of using sport to teach non-sport skills. Mr. Carvalho talked about how Social Innovation Sports would focus on teaching their participants soft skills which are important for life inside and outside of work whereas Mr. Rocha e Melo talked about using sport to teach them hard skills like arithmetic. Granted, he talked about this in a setting for younger participants to keep it simple for them. He did mention that this particular example does not work with older participants because there would be more complications. That is important to mention as Escolinha de Rugby da Galiza worked with young children to young adults whereas Social Innovation Sports lowest age would still be teenagers so the expectations are a bit higher for someone who is thirteen compared to a seven year old.

The final point where they differ would have to be on authenticity and this is delicate. Based on the data that was collected, it can be said that Mr. Rocha e Melo showed a level of caring that some would say is admirable. To get emotional about something shows authenticity in his actions. The reason this becomes delicate is that being in the social sector, both organizations are doing this because they care about the issue at hand and that is the personal development of their practitioners. It should be pointed out that a possible difference could be due to the fact of their positions in their respective organizations.

ANALYSIS

How the findings relate to the theory is quite interesting. To reiterate, this is a qualitative study on the different methods organizations use to build relationships with their participants and how they

relate to the communities they work within for their development. The main points to focus on this analysis from the literature review are the amount of time spent with the participants, the ratio of practitioners to participants, authenticity of the practitioners, inclusion and feedback from participants and communities, use sport as a vehicle to teach them skills outside of sports, and encourage self-management.

The authenticity of the practitioners demonstrated by Mr. Rocha e Melo is a key feature in the personal development of the participant according to Debognies et al. (2019). Being authentic and true to oneself as a practitioner invites the participants to also be themselves where they can then form stronger relationships with the practitioners (Rabin, 2013; Debognies, Schaillee, Haudenhuyse and Theeboom, 2019). This is important to note as well because Rabin (2013) continues with authenticity being extremely important in order for the person in question, in this case the practitioner, to make the conscious choice of caring for their participants.

Using sport as a way to teach other skills is critical to note as pointed out by Opstoel, Prins, van Tartwijk, De Martelaer, Chapelle, De Meester and Haerens, (2019). Both of these organizations use sports as a vehicle in order to promote personal and psychosocial development. They point out that many skills that children learn in physical education are transferable to other areas in their lives such as respect, honesty, empathy, or in short, soft skills. There also is a connection to Rabin (2013) in terms of authenticity here in the sense that connections that arise from practitioners' caring of ideas and the overall wellbeing of their participants allows for the participants to then reciprocate the feeling and care for the subject matter.

It is important to highlight the self-management in the findings as well as it confirms the theory put forth by Pennington and Sinelnikov (2018) where they found it important for practitioners to encourage the participants to take on leadership roles and self-manage in situations that call for it

in order to advance necessary skills for their personal development. The self-management skills they gain through taking active roles are also transferrable to other areas like decision-making, leadership and responsibility which are areas that Opstoel, Prins, van Tartwijk, De Martelaer, Chapelle, De Meester and Haerens, (2019) also mentioned in their work.

As for the participation and inclusion of the community and participants, this demonstrates the ideas by Marshall and Barry (2015), Lyras (2007, 2012b), and Lyras and Welty Peachey (2011) where it is important for communities, not just practitioners to be included in the activities with the intention to produce personal development. This ties into Schulenkorf (2016) because the idea of getting the community involved is important for the long term success of organizations and projects that these organizations implement. The idea is that the community gets involved to then take over functions and as with all social organizations, their purpose is to work until they are out of a job due to the problem either being solved or it no longer becomes necessary for that organization to be there. The other implication of this finding can be explained by the work of Debognies, Schaillee, Haudenhuyse and Theeboom (2019), where organizations should be taking suggestions from their participants with the right context because this can help lead to the development of the participants if they can integrate teachings into it and it is within the means of the organization.

The next two findings are intertwined and they are the necessity for there to be meaningful time between the practitioner and the participant and there to be a good ratio of participants to practitioners. They are intertwined because the less participants there are for each practitioner, the more time they will be able to give to the participants in order to create meaningful relationships and help with their development. As pointed out by Debognies, Schaillee, Haudenhuyse and Theeboom (2019), in order for the relationships with participants to be meaningful and deep the practitioners need to spend a good deal of time with them in order to try and see the importance of

the participants' reality. This goes back to what Noddings (2013) talked about in her work where time is one of the most important factors in building relationships and be able to engross themselves in the lives of their participants.

Themes As They Relate To The Study		
<u>Themes</u>	<u>Analysis</u>	<u>Relation to Theory</u>
Time spent on developing relationships	In order for the relationships to be deep and meaningful, these organizations have to spend a great deal of time with the participants for them to be able to develop.	The theory that good relationships are developed by putting the time and effort to develop them is further aided by the findings.
Authenticity	Getting emotional over what happens to one's participants shows a level of caring which can help in personal development by knowing that they are being supported by practitioners who care.	Being true to oneself helps others, especially the young who look for guidance, to be themselves as well and means the practitioner is making a conscious choice to help the participant.
Sport for non-sport learning	Learning soft skills and some hard skills using sport makes the learning process more fun for the participants involved.	Using sports is an excellent way to learn different skills that can be transferrable to other areas outside of sports.
Community Inclusion/feedback	Suggestions made by both the community and the participants are a way for the organization to reflect on their work and make sure that they do not stray from their purpose for being there and what their goals are.	Using the community and participants to get feedback and include them in the processes will help the participants develop by being in the decision making and help them feel more in control of their outcome and the communities are benefitted by the organizations so to have their feedback is a necessity.
Self-management	Being responsible for oneself and making decisions is part of the development process of participants in order for them to be well functioning adults later on in their lives.	A good way to learn is by doing and putting participants in situations where they can lead others or themselves gives them a sense of responsibility for their actions.
Ratio of participants to practitioners	Sport settings have larger ratios due to the nature of sports. There is usually a team	In order for participants to get the time they need to develop relationships with their

	with many participants and a few practitioners in comparison.	practitioners they need to be able to talk to them and having manageable numbers is key when one on one time is not possible.
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Table 3

CONCLUSION

In summary this work project set out to answer the question “In what ways are organizations using different methods to build relationships with their participants and the communities they’re in to affect their development?” It has led to several areas of interest all with the common goal for these organizations to help develop their participants. Using a combination of these different methods but with different formats has led these organizations to be where they are now and with what they believe to be the best way to develop them.

Trying to make as much time for their participants as they can is extremely important in building relationships with them. As with any relationship, it takes time to build trust and rapport but when it eventually happens with the help of being authentic, that’s when the participants can truly be themselves and when they believe that what the practitioners are trying to do what’s right for their development. Unfortunately due to the nature of many sport related practices, those with teams at least, the ratio between the amount of practitioners and the amount of participants is usually skewed which makes it more difficult for participants to get the time needed for that relationship development although it’s not impossible.

Using sports however helps participants learn things that they can use outside of them whether they are things like soft skills, hard skills, or self-management. They are all important aspects of life that can always be worked on and developed but it is essential that they have a good foundation which starts when they are young. Often times participants do not see sport as a method of learning

or they do not think too deeply about it when they are young, they see it as a form of enjoyment which is the perfect setting to introduce things to learn. Not to mention the intrinsic concepts of sports which already introduce different notions within the realm of soft skills for instance.

And finally, feedback and inclusion of the community and the participants is essential to these organizations. It allows them to know what they are doing wrong and what they are doing right and to adjust accordingly in the more immediate time span. In the long term, bringing in the community is what helps them the most so they can see and participate in the processes in order for them to learn skills and eventually help themselves. These organizations are not charities but being in the social sector, they can be there for a long time but it is not supposed to be indefinitely. The point is to help the communities help themselves by giving them and the participants the necessary skills to manage in the outside world. The participants especially should be helped to feel empower in order to help with their development and eventually when they grow older they will bring those skills back to their community or to new ones.

The results of this work project can further increase the understanding of organizations that use sport in order to develop the youth. Understanding what organizations in the SFD field do is essential in further developing their practices in order to constantly improve their methods which can be tweaked in different contexts to fit the needs of non-sport related organizations. Ultimately this is for the benefit of the practitioners of organizations everywhere.

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APPENDIX

SOCIAL INNOVATION SPORTS INTERVIEW WITH RICARDO CARVALHO

00:11 Myself: Okay Mr. Carvalho this is just an interview for my thesis, basically my thesis is going to be about a qualitative study on the way organizations like yours use relationships to help build personal development with the participants that they work with as well as with the communities that you work within okay but can you tell me a little bit about yourself and what you do and what your business does

00:50 Mr. Carvalho: Okay myself I'm 49 years old, I studied sports and physical education, and when I was in the first year I crossed with a start-up that was created at that time by a group of teachers in the University that its main goal was to connect technology and sports. At the time it was something really new... 30 years ago it was something really new and fortunately I was the first student that they asked to help them to do small things and that changed all my career so and it was really successful startup and the typical happened so the university teachers not all of them have the profile to be an entrepreneur and time is moving and some of those teachers start to [leave] the organization and then one of the founders started to bring some of the students to become also partners and shareholders in the company. So after almost 10 years that that started in 1999 I think, the company was sold to Portugal telecom and after some months to leave the company and starting new projects and the mix that I have in the beginning, Sports knowledge plus some technology experience would put me in the market as someone with experience, a lot of experience in internet and accountant services related to sports. And not only Sports and I started to do other things and in 2001 I started a new project with [a lot] of focus on services for telecom operations, mobile telecom operations that project became a company that's now called Teamwin, it's a company, successful company worldwide. It's a Portuguese based company but with more than 99% of the business outside the country. I've spent from 2014 to 2019 almost 15 years [most likely 5] traveling around the world creating new companies creating new teams creating new businesses and all these were successful entrepreneurship but one year ago to 1.5 years ago I decided to stop operationally to be involved in that business because I did not [feel] that the passion that I felt in the past and I decided to do something that I could be passionate about and sports was always an area that I've been passionate all...this time and mostly...that sports can have on the social side that the young people that does sports. Mostly from the soft skills that they can get. Helping them have a different future than the one that their parents have so mostly focus on young people with needs, communities with needs and using the sports to guarantee an integration, to guarantee that the social elevator that we're always talking about but that does not exist so much. So after bringing

the ideas that this is the thing that I want to do, I've started to talk with a lot of people in Portugal, Germany and the UK, about how is it really that the sports are organized in Portugal, who is doing what, who are the people really thinking in this area...

05:29 video starts to disconnect on Mr. Carvalho's side "visiting a lot of entities in Germany"

12:51 after disconnecting, Mr. Carvalho reconnects again

13:14 Myself: You were telling me how you were talking to a lot of people in the UK and Germany to see how things are in Portugal, that's where it started cutting for me.

13:24 Mr. Carvalho: Grabbing all those ideas, the main goal is to create my own image, my understanding what's happening and to generate our own strategy. One of the people that I crossed with during all this process was with Nuno Frazao, so he's also a big entrepreneur and [very] focused on his past and social innovation areas, an area that is very new for me and I felt that chemistry between both of us and we decided to start together this project that is called Social Innovation Sports and we decided as a main goal is to have young people in communities with needs, to help them through sports while integrating them into the world to have a good education and a future better than their parents had. And we decided also to focus on not working directly on the field with young people because we understood that there are a lot of good people doing that, there's a lot of good ideas, there are a lot of good projects but there is something in common with all those projects. Lacking of management skills, an ability to scale up the projects and increase their impact, difficult to do synergies with people who are not sharing, people are typically reinventing the wheel and we decided ok, let's move on, let's try to be on the top of the value chain and try to impact all the other ones so that's what we [wanted]... connecting people, helping people...create...new pilots, and understanding people that really want to make things happen and helping those guys.

16:00 Myself: So how, because I see that you're focused more on the outside of sports in this particular, in the way that you are framing this correct? So why, if I can ask, why call it Sports Innovation, how exactly are you using sports if you're kind of focusing off of it?

16:25 Mr. Carvalho: No we are using sports, sports is a tool to engage the young people and through the sports, giving them the soft skills.

16:41 Myself: Ok, my apologies, I misheard than.

16:45 Mr. Carvalho: All the projects that we are working with, all those people that we are focused on helping, they have a connection to sports and physical activities.

17:02 Myself: Ok. Can you tell me some what some of the challenges and important moments that you and your business had to face?

17:12 Mr. Carvalho: Yea I think that the largest challenge is the access to the funding because we are seeing people really open this are so the reaction that we are facing from any single organization that we are talking with that "yes, that's great, good ideas, we want to do that". Even all the sports entities, federations, committees, professional associations, they look at this area, "yes, we really

love that area, it's something that we want to do, but we need to be focused on our main activities and we don't have people, neither resources to tackle those areas". The main issue is to get funding, additionally we have our own sources of funding but getting additional funding from other entities to help those projects because by the end of the day it's always the same thing. You need people on the field to work in those projects, to make them work well and having people, yes, we have a lot of volunteers but to ramp up, to speed up all these kind of processes, there's a need of some resources. We are now talking about huge and big resources, resources to have some people being 100% focused on a couple of projects and guaranteed that they move on and they are well organized and we are able to help to connect all the dots.

19:03 Myself: From what I've read, it's always a big challenge for a lot of organizations like yours.

19:12 Mr. Carvalho: And our main goal is to help them, one of our main goals is to help them to build, the guys that are on the field to build projects...to show the impact, to be easier to go to the guys that have the money in their pockets and convince them to invest... in those projects.

19:43 Myself: So moving on to this next question, how did actually this pandemic affect your organization if at all. Because I know Portugal closed obviously, there was a lot of people that stayed home and everything. So I'd like to have a little bit of your take on what's been happening.

20:04 Mr. Carvalho: Ok so...the project is on the early stages so the largest impact are everything slows down so this is not the main focus of any, and mostly looking at funding and the investors we were chasing, so this meant that everything was slowing down between approvals, between payments, even for some of the projects we are moving on and the things deeply related to sports and sports activity. The things that need to be done on the field, they are being delayed. Ok? The things that we can do in terms of training capacity and some things related more to soft skills than the things that need to be done locally, we... keep moving on. And in a certain sense we are going deeply into some areas that is good that we were supposed to be because now that people are staying at home, let's use that, so in terms of training for example, I truly believe that it is being more effective because people are more open and people have more time to be attending web seminars, attending...trainings...they almost that if you were today without a pandemic, people were saying "we don't have time to do that" I can tell you that there was a training that we were expecting to have people from 20 different entities and we had people from 50 different entities that can become participants in a project we are expecting only 20 entities to participate on that so it probably became good and we'll have a better acceptance in the future because they were now with open minded to learn about the project and to engage the project.

22:36 Myself: So you have to find the silver lining in some of these dark clouds.

22:40 Mr. Carvalho: Always, we are always looking positive in that we are always looking at the opportunities. What can we do right now? So not thinking too much on what can't we do.

22:53 Myself: Makes sense. So my next question then, because were just talking a little bit about participants, would you say that your organization or maybe, not necessarily you because you seem more as the head of it, but the people that work within your organization, do they give your participants a lot of one on one time, or is it more like webinar, classroom kind of settings?

23:20 Mr. Carvalho: We are a small organization but we are having one on one with people talking, and deciding and helping yeah, and we know some of the entities that we are helping with...also doing a lot of everything that is required, don't forget that the end beneficiary of our activities are people with... needs. They are trying to guarantee the minimum but the minimum is also related to guarantee that they have the access to the resources to keep attending the school. So a really deep relationship between the people who's on the field and the young people.

24:18 Myself: Excellent. A follow up question to that one, how much time do you think they're given together in order to form these relationships? Can you give me a schedule for instance, or how long are the classes, have you personally been there to see... how they function?

24:52 Mr. Carvalho:...the main webinar that we have done and the people out on the field, I have seen high levels of motivation... I like it because the tool that we are putting in their hands helps them to achieve their goals and to work with those kids.

25:32 Myself: So now this is more on the participant's side but do you allow the participants to choose and organize any events that everybody can do together, whether it's your organization works with them on a project they've chosen themselves or is it mostly you guys set the schedule, like this is what's going to happen and they come and work with you?

26:05 Mr. Carvalho: Yea, this is one of those things that we are the ones...I will be focused on the project that we are really, really acting in moving this pandemic. We are driving the direction, we are doing some activities for the managers but one of the things that this project has is that all the organizations they need to do some activities and they have some tests. For example they need to create a club, organize a club, having directors, creating a name, the colors of the team, the symbol, all those kinds of things, and they are working, they are free to decide how they work between themselves. That's the main goal, to develop their soft skills to give them some topics, they will go through and find a way to do it.

27:15 Myself: Excellent. Now this is going to be more about, how involved do you think, would you say that the communities that you operate in are in any of these processes?

27:35 Mr. Carvalho: Yea, the acceptance, I can tell you we are starting to work with double of the entities that we were expecting to work. They have more time to do these kinds of activities right now so I mean, at least the managers. Some of our partners in the business, some of them are really active and other ones are facing challenges because they feel like they have some more important things to do right now because those things are their main activity, their core business. They are not supporting as much as was expected, that depends on how, if people have more time or not and how close to the core business, the projects are to those entities.

28:40 Myself: I'm sorry, let me rephrase the question. Because although that knowledge is actually very insightful, but the question is more about the communities that these business that you help, operate in, do you try to get any feedback, communities being the areas surrounding the businesses you help or even the area surrounding your own business, do you guys try to take in any information from them, or try to do any projects that directly help said communities?

29:20 Mr. Carvalho: Yea, yea, yea, you mean to the pandemic and to their current needs?

29:25 Myself: Not necessarily the pandemic, even before the pandemic.

29:30 Mr. Carvalho: Oh yea, yea, we are always...without their commitment, without knowing their needs, without knowing what is important for them, that the projects doesn't make any sense. They are the main reason for our projects. So we are always bringing new partners for the table that can bring some value for that community. Saying entities that can help those communities, people from those communities to find jobs. Entities that can help them, they are facing needs in some areas, bringing all those organizations and those people to do this. Where we feel that we are typically working with the people in the companies for example that are responsible for social responsibility. At least on a personal individual point of view, they are always trying to help. Sometimes the organization doesn't bring all the resources and all the things that we would love to have from those entities. But they are, we are always connected to them and we want always to veer from their side, what are their needs, what they want, where they need help, always, otherwise the project doesn't make any sense.

31:12 Myself: So how many...different communities are you either working in or working with other organizations in those communities as well, if you can tell me?

31:32 Mr. Carvalho: This main project that we have right now, I can give you an example,...it's a project that we are involving ACM Alto Comissariado para as Migracoes, involves Portuguese Football Federation and involves the Government arm for sports and youth. The project is mainly focused on projects that are supported by ACM. The project that they have that is called projeto escolhas. That project has, roughly 100-200 different entities, different projects that they are supporting. We are expecting to be in this project working with 20 to 25 in the first activities that we are doing, we are acting with roughly 40-50 different entities. It's an interesting...

32:59 Myself: Give me one second as you have already answered some of my questions in some of your earlier answers. This one you've answered partly, but to reiterate it, I'm sure you can, you won't mind. Do you try to get the participants that you work with into more...I know you've already said that you try to get them to develop more soft skills to work with them, for instance getting them to work on their own emblem or colors, but...in most of the aspects you guys [your organization] are the teachers and you teach them. At any point, are the roles ever reversed? For the participants that work with your organization, do they ever come and bring something to the table that makes you go "oh we didn't think of this before" and you learn from them?

34:32 Mr. Carvalho: Yes, always, always. We have a direction, we are redefining the rules but we are always learning from their side, with eyes and ears open to receive their feedback and to adapt the program. There is no other way to work. Our main goal is to fill their needs, to understand what

comes from their side. Every single feedback, we look at that and try to understand what, why is this happening, what are they saying, are we not tackling what is really important for them. We are always open to the feedback,...this thing is related to education, we...need to be adapting and to understand that. They are the center of our activities, if we are unable to move their behaviors, to change their minds in the direction that we believe that are the correct ones, we need to understand why that happened and why probably we are not directing them in the right direction. We need to be always, always, open minded to receive their feedback.

36:28 Video starts lagging

41:38 Video comes back

42:23 Myself: If it's possible for you...can you give a specific example when they [participants] were the ones to kind of bring something to your organization's attention?

42:53 Mr. Carvalho: It is more so related to this project, together with our partners, we build together the program, ok? From the beneficiaries, I can tell you this is... the early stages of the project, I'm not seeing an example right now but I can tell you right now, the timings we are defining, the new timings we are defining for the project, for the project due to the pandemic for example, they have been working together with them, that's an example. But there's not too many good examples right now but...I can tell you that we have for this project, we have defined all the rules but some of the rules are really open to be applied in different ways depending on the resources that the beneficiaries, if they have it or not. They will be deciding how to tackle some of the things with an open...we leave it open, to guarantee that they are the ones deciding. It's not themselves giving the feedback, probably the second or third edition of that project we will be defining different things because they, almost all of them have done it in a different way. I can tell you, I can give you an example. We decided in the beginning that the minimum age to participate, it was like 15 years old, and after receiving the feedback we are allowing people with 14 and 13 years old to participate.

45:15 Myself: That's excellent. I'm sure the earlier this starts, it can only be good for them. So this is just more a question for the paper itself, would like me keep everything anonymous? I'll put this in my paper but would you like to stay anonymous?

45:49 Mr. Carvalho: No there's no need.

45:57 Myself: I'd like to thank you for your time and I know with all these technical difficulties, this has been a little bit more on the frustrating side. But I'd really like to thank you for this opportunity.

46:40 Mr. Carvalho: If you have any additional questions or any doubts please feel free to email me.

[End of Interview]

ESCOLINHA DE RUGBY DA GALIZA INTERVIEW WITH PEDRO ROCHA E MELO

00:39 Myself: I got permission from Sr. Melo before I started recording to record as well as for his name and any names that he uses for this interview. So Sr. Melo can you tell me a little bit about what you do? A little bit about yourself and what your business does?

01:01 Sr. Rocha e Melo: Ok, so I'm 30 years old, I studied management at Nova SBE. [I] didn't like it very much at the time, now I understand a few years have gone by and I understand that it was, it had to do with me finding my own place and maybe a better purpose or, to have a purpose or meaning for what I was doing because I, before I was 18 years old I just, I had the idea of working in companies as a manager so the degree, the management degree at Nova SBE was obvious for me, and only when I got there, things got a little bit confused. I'm wasting a little bit more time because it has a lot to do with, I guess with what we will be talking right now. So I finished the degree, I started looking for other options, social entrepreneurship was one of the hottest topics. That's when I met Prof. Miguel Alves Martins, back then he was not a professor at Nova SBE. He was leading a very interesting project, I'm not sure, he maybe mentioned it to you. That's how we got to each other. Later on, inside the social entrepreneurship topic, education came up as a strong field of passion and interest so right now that's what I'm doing. I studied education, I did a master's, I started a PHD also at Nova but that needed burner, FCSH [Faculdade de Ciencias Sociais e Humanas], I don't know if they have an English version of the name. Yea that's how my academic course went, I'm about to start a PHD probably next September and still in the education field, social entrepreneurship and I guess this is the theme of your thesis so, it has to do with sports as well right?

03:47 Myself: Correct

03:47 Sr. Rocha e Melo: So that's something I am very keen to keep on working. Education, social entrepreneurship, and sports. When all these three fields come together, that's where I feel very comfortable and also passionate about. Right now I'm working in a private nursery. In the board, we have kids from 4 months to 3 years old and I also have a private after school academy that was, not an extension, but that is a project I began. After 10 years of experience at Escolinha de Rugby da Galiza, which is probably the project Prof. Miguel Alves Martins thought when he mentioned my name and I'm very happy to talk about Escolinha de Rugby da Galiza. So right now Academia 10, which is the other project I'm working on is sort of a replica of this Escolinha Rugby da Galiza and all the reflections we did back then. Well I'll talk about the project when you want me to do it. But right now I split my time into parts. So half the day at the private nursery and half the day with Academia 10.

05:26 Myself: Ok, alright so when you were working for Escolinha de Rugby da Galiza, can you tell me a little bit about what they did? And what you did within the company as well?

05:39 Sr. Rocha e Melo: Yea. Escolinha de Rugby da Galiza is a social enterprise associated with a huge Portuguese institution. Huge and very old which is Santa Casa. There's a few centuries. But associated with the Santa Casa of Cascais, where it is located. This woman started almost 40 years ago, she was asked by Santa Casa to work with a particular group of people, very disadvantaged group of people. They were not living in houses, I don't know the word in English for barraca.

06:31 Myself: Kind of like a bairro right? Not exactly that.

06:35 Sr. Rocha e Melo: Yea, well they were living in the streets, they were building their own houses the best way they could do it but they were not proper houses so they lived very poorly and of course there was, it was a tough environment. It was a very known neighborhood in the 90s with a lot of crimes...that's an area that unfortunately, now and then we hear from some places. Maria, which is the, currently she's still the director, the big boss of this big house. She started going there just walking by herself with some paper and pencils and she would try just to take the children from that environment and to be someone in their lives, you know? Just another maybe family member or another adult who cares for them. And that relationship 30 years ago was what allowed us to start a rugby school. So Escolinha de Rugby da Galiza is a rugby school, a rugby project. We started after 30 years of slow relationship that was built by Maria and of course the team that was, that had joined her throughout the years and there were many kids joining Maria and her team for studying, for activities. The main idea was to take the kids out of the streets and out of those dangerous and not very interesting places around that neighborhood. Since the beginning there was always this idea of having sport to help them educate the kids. So the idea of sport, not only being healthy habit and to allow a healthy life for them, but also the idea of sports as a very interesting means of building character, of discussing at least values and perspectives of life. Which was seeing

very urgent with that population. Maria was very familiar with Rugby, some of the volunteers, her son and a group of friends a little bit older than me were also very familiar with rugby. So among other sports that were being pursued over there, mainly with agreements with local clubs and so on, there was this idea of starting rugby as well. Before we started the project, one or two years earlier, a couple of kids went to some local clubs and did the experience. What happened in 2016, in 2006, was this question that Maria put to the team which was "why don't we build our rugby school and teach rugby as we like it to be and use rugby as a very important and strong educational element". And so that's how it started. If you go there, what will you see? You will see right now a relatively big campus with 2 or 3 buildings. Every day you'll see around 100 or maybe more kids of all ages. Mostly after 4pm or some will be joining lunch time, but mostly after 3-4pm after school you'll have all these kids joining just to hang out and spare some time before going home where most of the time they won't have anyone until late in the evening, or if they have someone it will depend on the family but sometimes even the familiar environment is a bit tough. At least because usually there's not much room for everybody and what they do. So 2006 we started the rugby project. We functioned as a school, a rugby school, we had practices. After a while we started to schedule some tournaments. The rugby tournaments for kids are still very interesting, there's not like that serious competition that sometimes you see in other sports. So everything is very interesting. The kids were great at rugby, they're very strong, very agile and after a couple of months they were doing very well and being able to compete with some other teams from Lisbon and with the teams of the rich kids you know? That was a very powerful message that I think interested a lot of people. What is interesting about the project is that around the rugby activity, we were able to build an interventional net, if you want, that reached other areas. For instance health, kids were going to the dentist, kids at the age of 12 had never seen a dentist, now they were able to go. Of course all the other health support for the rugby activity. Nutrition, kids were joining practices without eating. They eat very poorly and some of them were not eating at all. That was strong and it still happens, not only then unfortunately. So to worry about having not only meals but healthy meals and all that area developed a lot. Also bringing the families and teaching mothers to cook healthy meals with the very little they have but this idea that you always can do something else. What else, studying. A lot of school support. Very good relationships with schools. Schools would call Maria...every week to have some intervention from a coach in the school because this kid or another kid was making trouble, was not willing to study. So rugby by itself was very interesting, if you're interested in knowing more about rugby, I don't know if you have any...

14:49 Myself: I was actually playing for Nova...before they cancelled this season.

14:53 Sr. Rocha e Melo: Whoever knows well the sport, will very easily understand how it can be...a very interesting environment to work with kids and to help them grow and to be with them every week through the challenges. But it wasn't [just] that. The idea of having this, it was sort of like having a big familiar spirit, that's what you're supposed to have at home. Let's put it this way, someone that takes it to the sport activity but at the same time is worried about your health and making all the conditions for you to row healthy and worrying about school and how you're doing and what interests you. To have a place to go every day. I never shut... so if you want me to, if you

want to interrupt please do, and also in English I even become less articulate but I'll keep talking unless...

16:07 Myself: I'll send you the transcript and then you can look at it.

16:11 Sr. Rocha e Melo: Yea exactly yea, that's why I asked...What I was going to say is the idea of talking about the key factors, why did it work so well over there, because, and professor Miguel knows that, there was the intention of making some replicas of what we did there and none of the replicas worked that well. I have a bias because I was there and I'm still very well connected there but first of all Maria. Key person not only because she's the still the head, and has been the head of the project the whole time but because of her personality and the way she leads. Leadership is a very important topic for Nova SBE, for management of course, for sports. We talk about leadership, there you'll find, that's a leader. Maria is a terrific leader with her way, maybe my leadership doesn't have to be the same way but she's absolutely a leader and she allowed all this to develop since day one, since that first day she got some papers. We're talking about early 90s and she, at the age of 25 perhaps just out of school and she went there, no fear at all, just very aware of her mission. For Social entrepreneurship, the idea of a mission is very important. The second key factor I think this associated with Maria, this idea of mission very well, very clear for her and that everybody who joined her would buy it and would go with her wherever she went. Then the volunteers, you have to understand that the volunteers started with Maria's son. In terms of team and from a leadership you prepare a team...I think this is very interesting, and I'm telling you this because in terms of sport this is very important. If you have a great leader but he's not able or he doesn't have a team that works with them, it won't work. This team that was very well aligned with Maria's intentions and the mission she understood for the project was very important. It was easy to accomplish because Bernardo, Maria's son, his group of friends and of course other people joined, I'm not from his close group of friends. I knew them from some other place but the core team was there and for everybody else to join, it was very easy to understand the spirit and how things would work.

19:55 Myself: When you were there, what was your role? What did you join, what did you do?

20:01 Sr. Rocha e Melo: I started as a volunteer rugby coach, I was 16 when I started. I've been there every week for almost 10 years. Always working as a volunteer rugby coach, when I started to talk about me joining Nova SBE at the age of 18, what I should do in the near future, at some point I decided that I wanted to work there, so I started to, besides being a volunteer rugby coach, some of these years I was at the board with Maria and some of the other coaches. When I finished my degree I spent 6 months working full time there on a strategic plan and on some of the ideas that I brought to Academia, where I'm working right now. But most of the time as a rugby coach, the same way it works in other clubs.

21:19 Myself: So they use a mixture of volunteers and paid staff as well. You said that you were working there full time but you were involved...

21:27 Sr. Rocha e Melo: Yea, yea these 10 years that I'm saying that I was there, it started from the early beginning, at the beginning we were all volunteers. We had some, we were able, I wasn't involved in that at the time but I understand there was some money raised among friends and companies that were interested in the project. We had huge support from FPR, which is the rugby board in Portugal. Of course the rugby project comes after 20 or 20 something years of Galiza, of the other projects. There were already a net of sponsors and people like Maria and like the things she did and was interested in helping that population. So we started all as volunteers all very young, even the other ones who were older than me, they were still studying in college. After 2-3 years we were able to raise money very easily, if I can put it that way.

23:02 Video starts cutting

23:15 Sr. Rocha e Melo: I was saying that after 2-3 years we were raising a lot of money, the budget was being built with more consciousness or more knowledge so the idea of paying to HR was of course on top of the table. But me personally was most of the time as a volunteer and when we paid staff, even in those 10 years we didn't call it an allowance it was just a small financial help because we...didn't need it back then of course. But we were so passionate about it and that's how the first group built the project. Of course after 5-6 years the older ones were finishing college, they were starting to work, some of them got married. The first time Escolinha de Rugby da Galiza had to "whoa how are we going to do this in a more sustainable way? Are we guaranteeing that we will live throughout the years?" was when we started the first core team started to tear apart. Not because they were angry with the project or not passionate about it anymore but because they starting to work and building families and so they didn't have the time. And the idea of paying people I think got more importance at that time. So yea my role, rugby coach, then I had some importance on strategic planning. We did all over a year an interesting reflection also with the help of Prof. Miguel Alves Martins.

25:30 Myself: So this question might sound a little, you might repeat yourself in this but it's an important question. What were some of the challenges and important moments that you had to face when you were there or that the business itself as a whole, if you remember or if you can talk about it, that happened?

25:51 Sr Rocha e Melo: Challenges?...One of the main challenges is it's tough to work with this sort of population, it's tough, it's tough. I went there every week, the first years I went there like every day and I went from Restelo, which is a very fancy neighborhood to Galiza, Sao Joao de Estoril where you'll find very fancy houses over there as well but like...500 meters away you'll have people living in very poor conditions.

26:52 Myself: So when you say tough you mean like emotionally, mentally draining?

26:58 Sr. Rocha e Melo: Yea. It's tough because of that but because when you go there and we never went there to help the little poors and the poor people "we're so sorry" toward them and we're just going there and some pats on the head and "well done". We were there to help them grow as women and men you know? With the same toughness as I expect for myself or for my kids for instance. So our intention was never to compensate and to go there and throw away some candies and play for a while and then leave. We had a mission and I think that's a very important aspect of this sort of project. You have to be pragmatic, you should understand the environment you are going to get in but I think you can't relax, you can't put the bar low because that's very unfair for those kids. They are kids who will for sure have less opportunities that I'm having

28:33 Video starts cutting

29:13 Sr. Rocha e Melo: No that's guaranteed, as I said I'm very dedicated to education and that's, every year statistics say the same, 4 decades poor people get behind all the time. So it's tough because you have the right ideas in your head, you have a great team, you have a great leader but its tough because most of the time it doesn't go the way you want to. It's not a pink movie, I don't know English expressions, not coming to my mind but it's not a walk in the park, I think they say that. It's tough and you have to be prepared that many times if not most of the times you will not succeed at least the way you like to succeed. You won't get every kid to be highly successful in school and to be working and earning a lot of money after 5 or 10 years, it's not likely. I think you still have to try to achieve it but you have to be prepared because it's tough for us, to answer your question but it's tougher for them. The mountain is high, it's very high. I think that's one of the main challenges, one day we had a summer camp, it wasn't organized by us, it was from a group of volunteers but I joined as a rugby coach and part of the project they asked a few people to be there, of course to guarantee that everything went fine. I was there we spent 7 days in Coruche, in Ribatejo in Portugal, great week. I would stay there the rest of my life but we got to the end of the week, all the kids went inside the bus, headed to Galiza again. The adults that were there, we spent one day more to get all things fixed and ready to leave. I remember seeing the bus leave and start crying, but crying, I think I never cried like that in my life. It's because of that, it's tough, that's definitely one of the biggest challenges. Then a more practical challenge, this idea of the team is people, everything is about people or most of the things are about people. When you're talking

about social entrepreneurship, about education, about sports, it's people, it's always been people and it always will be people. If you get the right people because you look for them or you're lucky enough to join amazing players, a great coach, inspiring leaders the things will work. Throughout the history of sport that's the teams and the group of people, and the clubs who made history and it's the same way for rugby projects or any kind of initiative like this. So to build a team for this purpose or as I said before, when you have the team to make the conditions that you'll keep that team or you'll be able to throughout the time renovate the team but keep it strong, keep it aligned, keep it conscious of and aware of the purpose and the mission, that's very challenging. That's one of the biggest problems in education. More challenges, a more practical one...

33:51 Myself: Before you continue, how much time do you have, do you have free time?

33:55 Sr. Rocha e Melo: Yea it's 5, well yea I have a little more. How long?

34:02 Myself: I still have probably another 7 questions at least.

34:11 Sr. Rocha e Melo: Ok I'll speed [up]. I'm talking a lot I always talk a lot.

34:14 Myself: No, no I have no problem with you talking it's just that I don't want you to go and then some of my questions aren't answered.

34:22 Sr. Rocha e Melo: I'll do it more quickly and if you want me to develop some specific topic I'll do it. Another practical challenge, for many years we didn't have a rugby field and so I taught rugby for more than one season in a school playground which was, how do you say, cement?

34:56 Myself: Cement yea, asphalt, it depends but yea.

35:01 Sr. Rocha e Melo: Well it was not grass so it was stone, if you know rugby most of the people or the other clubs would say "ah I'll never teach rugby here, find me a field and I'll teach rugby". We did that and it works and it was not perfect but you have to adapt.

35:31 Video starts cutting

36:29 Myself: So we were talking about the field, the field was cement, so if you want to continue.

36:40 Sr. Rocha e Melo: Yea I finished it that idea, we had throughout the history of Escolinha de Rugby da Galiza we had to accommodate all these situations and many times we had to practice rugby far from ideal conditions. But that's how it is.

37:10 Myself: So my next question then is, and again I apologize if they sound a little repetitive but let me ask them for the sake. So how important is personal development for your participants when you were working over there?

37:28 Sr. Rocha e Melo: How did they understand it?

37:32 Myself: No, how important was it for you and your organization that they had this personal development?

37:42 Sr. Rocha e Melo: Yea it was central, it was central. This is a rugby project, this is a rugby club, we competed with other rugby clubs. Our kids learned rugby, some of them were very good rugby players. Some of them are now in...have you played Jaguars (rugby club in Portugal)?

38:03 Myself: Yea we played, Benfica's B team right?

38:08 Sr. Rocha e Melo: No Benfica's? No, Jaguars it's close to Nova.

38:14 Myself: Yea we played against...

38:16 Sr. Rocha e Melo: It's a team from Galiza.

38:18 Myself: Maybe...

38:20 Sr. Rocha e Melo: They're green and orange striped shirt.

38:23 Myself: Yea we played some, they weren't in our conference but we played friendlies against them. I think that Benfica's B team played also with the Jaguars.

38:42 Sr. Rocha e Melo: Yea some of them...many of the players came from Galiza and some of them I was their coach. But personal development is central over there because although they learned rugby very well, some of them were very good and we always, of course, intended to do rugby, and to teach rugby better than any other club. There was a purpose before that and it was very clear for everybody. Most of the times there's not a conflict so you can teach a kid to be a great player and also be worried about his personal development and to be worried about the person and not only the athlete. Few moments there might be a problem, there might be a conflict because you're ambitious coaching side wants to win the games...but it was always very clear for us that that's a project to help these kids have more advantages, more opportunities than they are [likely] to have. So it was very obvious the whole time, personal development was, maybe we didn't put it like that but the idea of looking at and seeing every athlete as the person that he/she is, and to make it concrete throughout the time what we could do to make him or her progress, grow in all these fields. Remember I mentioned very early on the project we were not only thinking about "how many practices did he go, did he go to the tournament, how many tries?" We were also asking "how are his grades, is he seeing doctors or not, how is his family doing, is he eating?" So there was always this concern in a very practical way because everybody says they are concerned about personal development. If you go there, you'll see it's different. It has to do with a lot of things because I'm very interested in that too but it starts with Maria. Again, the leader and the origin of the project and what we do.

41:31 Myself: OK. So would you say when you were there that you gave your participants a lot of one on one time?

41:41 Sr. Rocha e Melo: Absolutely. You see...

41:47 Myself: How much time?

41:54 Sr. Rocha e Melo: It's hard to say because it wasn't, how do you say sistematizado,

42:02 Myself: Systematized

42:02 Sr. Rocha e Melo: Systematized, yea. It wasn't so I was never asked to every week spend a half hour with each kid. But you got to understand that most of them were kids in a relatively...most of them were, how to put it, were a bit fragile. It was very common, every week we had situations you know? That's what I'm trying to say. Every week we had situations. Every Monday I would go there and say "oh they called from the school that this guy was beating...was misbehaving, he's not studying, at home there [were] problems." Sometimes it didn't have to do with the kids themselves but it went until things were very horrible. "Oh this guy just saw his uncle being stabbed and so it's horrible, he was very traumatized." And then Maria, she was very good at managing this because remember I was 16 when I started. After 5 years I was a little bit older and perhaps more prepared to handle some of these situations and of course I spent [5 years there] and I knew the population, the situations better. But Maria was always very sensible in how to do this and every week she would come to me and say "remember George" for instance "try to have a word with him because he's...doing very poorly in school." Every week they would ask the coaches to go to the study rooms for instance. "This guy isn't doing anything, if he keeps not doing anything, he won't be playing rugby." So there was always this concern and so the idea of individualizing was very important. About the rugby side of it, it's very important for you to, of course, individualize your athletes as well and you plan a rugby session for the whole team but you know each of them with some gaps or some things that they're not getting well. The idea of getting 2 or 3 of them and "maybe let's do this the 4 of us." So only in the sports side there's a concern for that but again our concern was way bigger than just the sports side.

44:59 Myself: Nice. This...is a follow up question because I think it's important because you...mentioned earlier that there might be...100 kids that go to the school...What was the ratio of kids to practitioners, like volunteer coaches or paid staff? If you were there as a coach, how many kids...were you by yourself for instance? Was it you and...a lot of kids or did you have help? Did you work in pairs, in groups and things like that?

45:44 Sr. Rocha e Melo: Yea usually you would see 2 coaches per group, and the ratio would be something around 10 kids for 1 coach.

45:54 Myself: Ok so about like 20 kids per...

45:58 Sr. Rocha e Melo: I think right now it should be better because some of the older players, for instance the players you met at the Jaguars, some of them are coaching the younger teams. When they're not the head coach, few of them are already head coaches, but some of them are still very young 16, 17, 18 so they're helping other coaches. Probably if you go there now you'll see 3 or 4 coaches per group or at least at some groups. Then we had more HR around the groups and mostly for tournaments for instance. So we had like a managing director something that would help with the logistics. Then we had...at the beginning a project of hospedeiras which is like the attendants, [it] was the name, it was a bunch of girls our age, more or less, and they would join us mostly for tournaments and they were like big sisters, not mothers for them but sort of babysitters but also aligned with the project. It worked very well until it finished because it didn't last unfortunately very long. The other thing is that the rugby is associated with the study room, with the free time, a place that was already working before the rugby school so there was always every day big stuff around the rugby project. But...coaches, I would say, or if you ask me how many kids I would...a crazy day would be like around 20 for a rugby session, with of course always some other adults now and then just checking if everything was fine. Usually around 10, at least 2 adults for each group and with a ratio around 10 [to 1].

48:10 Myself: So my next question then is, do you allow the kids, the participants to help choose and organize any of the events that they all do together or is it mostly...you guys ...setting an agenda and then...what is the individual freedom that these kids can have? Let's say choosing an event or something we can all do together or is it like smaller things like I'm going to set the agenda but you have some freedom within this particular space?

48:53 Sr. Rocha e Melo: Well regarding rugby...let me start on another note, individual freedom or an environment that invites participation and for everybody to join and to give suggestions and ideas, absolutely, all the time. To...suggest an event in rugby, I guess it happens but rugby season has the...schedule is fixed by the rugby board so 80 or 90% of the rugby activity of the season is already set by someone else. Not even the board at Escolinha de Rugby, so it's the rugby institutions of the country. Of course there's always a margin, there's 10-15%, the way we prepare the preseason for instance, the matches which start from October onward, but we would start practicing the end of August or at least September so there's a month and some time we would...just to answer the events topic. But yea the idea that they are invited to participate, to give suggestions, to be responsible for things, was very strong. It was very easy for most of them, way easier than me when I was there age because some of the kids when they're 6 or 7 years old they're already taking care

of their younger brothers and sisters. When I say take care, it's take care, it's not just "oh take him..." So the idea of responsibility is easy for them, sometimes they take wrong paths in adolescence and we could discuss about it but the idea of being responsible for most of them it's very easy. Even if we wanted to...deepen the way their typical family organization...well for us we would always [incentivize] them to make suggestions and be responsible for them. Not just to...let's be responsible to help with the younger ones and of course everything that had to do with each group activity and life in that small percentage of time and opportunities that we could fit. Yea I guess they would make suggestions and help with that.

52:00 Myself: Ok, excellent. So now this question is more, how involved are the communities, the community itself, that...the organization operated within, how involved were they with any of these processes? Obviously you have the participants themselves, but did you guys...

52:22 Sr. Rocha e Melo: Inside the organization?

52:22 Myself: No, no.

52:24 Sr. Rocha e Melo: Ah the local community?

52:24 Myself: Right, how involved were they?

52:27 Sr. Rocha e Melo: At the institutional level, very well because there was a very strong relationship and huge respect to Maria. So we had the mayor of Cascais very interested in the project, the small political Junta de Freguesia, I don't know how they say it, or if they even have it in the US, but local authorities very interested in working with Maria and the projects that we were doing. Santa Casa which is this huge institution where the project is associated, so it belongs to the huge institution, although it has all the freedom to operate, also very interested in what Maria was doing, pursuing and the way the project was developing. Besides that we had one thing that was very interesting which was after a while we had a lot of families coming to Escolinha de Rugby da Galiza but not the typical families that we were concerned at the beginning and the typical families that started the project. So we had people with other social and financial conditions starting to join the project because they liked the way it went. So they weren't very worried if it was a social project, if most of the kids were Africans or Brazilians or Eastern [European] or if they were bad students or if they didn't have any money. After a while the things they heard about the project and

the knowledge they had about the project as neighbors of the project brought some of these families which was very interesting. Families, these underprivileged families, they wouldn't join very much. At some point we built a family association and some of the parent were interested and started helping with making food for tournaments. Some of the parents, if they had a car, they would help with some issues but it was a very small percentage. Big percentage of the families from these underprivileged neighborhoods weren't very present and of course that's a challenge and we talked about challenges before and that's obviously a challenge. For instance when we went to tournaments, mostly with the younger ones, so kids from 6-10, 12 years old, all clubs have plenty familiars there supporting you know? All the kids go with their families. We had to rent a bus and go with them because we didn't have any family taking their kids there, ok? But yea.

55:53 Myself: Awesome...Obviously sport is a big part of those operations but is playing sports the end goal or just part of the journey?

56:14 Sr. Rocha e Melo: It's both...because I think that's very interesting to reflect on because we never wanted to be a half rugby club. Let me explain. We never intended to be, to pretend that we were teaching rugby because we were concerned, for instance we discussed personal development, we were very concerned that they got their grades higher and they were more sympathetic to each other and less violent and we didn't care about the rugby. We wanted both and it's possible to have both. A few times there might be a conflict, that specific moment that you want in rugby purpose and on competitive note you want something to happen. But then for other reasons you understand that maybe another alternative would be better. At those moments it's very important for you to understand what is your priority. So for us, the priority was very clear, to serve those lives of these kids that we get the opportunity to have with us. With this very strong idea which is they will for sure have less opportunities than I will have and so the whole project, the first concern every single day was "am I helping him/her to grow, to grow well, healthy, as a good person, with a good heart, socially apt, able to interact, to respect and am I helping him or her to have better opportunities in the next few years." We taught rugby...very toughly, we were demanding and still are demanding. We want great rugby players, we want to win, we want Jaguars, the senior team, we started way below, we're going up. We're demanding, so it's a little bit of both but it's very important to know your priority. First...if you can have both at this specific moment, what will you prefer? Sometimes it's tough as well. Some coaches struggle with this question because it's not easy but it's very important for the sake of the project.

59:16 Myself: Ok, awesome. So what are some of the methods that you use sport to help participants in non-sport related areas?

59:35 Sr. Rocha e Melo: Methods, that's what we do here at the Academia as well. For instance, most of the kids that come now to Academia, the parents are worried with school. So they have

low grades or they don't like school at all or they're not able to organize. That's a hot topic for parents, "he doesn't know how to organize, I have to do everything for him or for her." Rugby teaches some of that. Organization, method, rigor, sacrifice. So what we do here and to some extent what I learned at Galiza is that we can't replace everything about school with rugby of course. There's some school studying that we have to do even after school, but there's some competences or capacities if you want that...you have in rugby as you have in school, as you have in painting, as you have in music and that was the idea of the academy. So to answer very directly your question, because that's a very important question for me, to know well the sport you teach. I wouldn't do a football school, not because I think football wouldn't work, I'm not even going there. It's because I don't know football that well to have a bunch of 10 kids and know that every single moment of the...game can teach something else than just the technique, the tactics. I have a document that I started to put down all the analogies that I would do every single practice. Examples, one that I was very surprised when I remember that which is your strong body position. Very concentrated in the center. That's a very interesting analogy to teach kids about equilibrium in the way we perceive life and how we're doing. But rugby specifically, the importance of, in rugby, we want to progress in the field but we can't pass forward. That's a foul so you have to go, the idea of perseverance and determination, it's very easy you don't need to make a speech about it, you just need to explain the rules and then put them playing and they're experiencing something that it's true for life in general as well. Practical ones that I would do, math, all kids hate math, or most of them hate math. Some of the time...when you have a breakdown and you have 2 sides where you can take the ball out and you have to make choices. Am I going right or left? Of course we're talking about very young kids. At the senior level we can discuss in more detail but in a very young level I would say "where are you going? Look what you have in front of you. You have 2 kids of the other team on your right, you have 6 kids on your left" but sometimes that's not something obvious. You're in stress, you have to make a decision in a [matter] of a second...

1:03:47 Myself: They might be looking at the ball and not at the player.

1:03:47 Sr. Rocha e Melo: Exactly, but then you're saying look what you have in front of you and then you have to be good at math because you have half of a second to decide, to count. 2-6 is easy but sometimes it's 3-4 and sometimes...you have to count who you have on your side as well, if you have 2-3. That's math. Something that was very easy and I didn't need to make a dissertation about mathematics and rugby, that was very practical. The idea of the team, the idea of the collective part of the game, for us was very important. The idea for Maria this is very...one of her things she always mentions, which is the idea that in a rugby team, you have fat guys, tall guys, small guys, you have guys that you see this guy [and think] it's impossible that he's a rugby player because his weight is 60 kg and he's very small. I always heard that when I was playing rugby, not about me, but "you don't know anything about rugby, go and see him play." That's something, for them, my team I always had Africans and from different countries, sometimes with conflicts between countries in their neighborhoods. I had Brazilians, Eastern [Europeans], Gypsies which are a tough community in Portugal, even in the last days we were talking a lot about it. To be able to make a team out of that and then to think that's the same way that it has to go in life. To overcome our differences, to value our differences, to say thanks that we have a "fatty" on our team because

we will need him. You will see in the field, the first time you go there how much you need him. It goes the same way for every kind of player that we have.

1:06:15 Myself: That's excellent. Obviously, looking at it from a rugby background I know exactly what you're talking about. So my last question, do you try to get participants into leadership roles and take a more relaxed role? Or is it a more coach to player approach where they just do as you say? Or is it a combination of both?

1:06:47 Sr. Rocha e Melo: Can you read it again, the first part?

1:06:50 Myself: Do you try to get the participants more into a leadership role where they...take command? It doesn't have to be one specific, but it could be like 2 or 3, or maybe even 4 people... But you know they ...take a more leadership role and you step back and watch them do it? Or is it a combination of both that and..."I'm the coach, this is what you need to do, do as I say"?

1:07:28 Sr. Rocha e Melo: We want all of them to be leaders, at least leaders of themselves. That's something that perhaps a little cliché...but it's true. The idea that...in the rugby field, if you're in an orchestra, or if you're in another sports team, you're responsible. You don't need to be the leader who makes the great decisions, you're responsible for that tiny space of the field that you're there. Rugby is very particular about that because it's impossible to have 1 or more than 1 player not playing. It won't work. Or at least it weakens a lot of your team. So it starts with self-leadership, we wouldn't ever put it that way, at least not in a formal program of self-leadership but we would incentivize all the time for everyone to step up and to assume that, "Ok, if I'm seeing that I have this guy and I'm prepared to tackle him, that's my job and I'm responsible for it. It can go badly and the team will be here and hopefully if you miss your tackle I will be there and be able to." But that doesn't mean that you're not responsible and that if you fail you get up and try to do better. That's very important and I think it was very easy to understand and transmit to all the kids throughout. It doesn't mean that all of them were prepared for it or took the opportunities to improve their self-leadership capacities. But then the idea of leadership, more than just the self-leadership, in sports it's very important and I'm not only talking about the team captain. You need leaders inside the field, the coach...as soon as they get inside the field, your role as the coach...is important but it's small. Your capacity to influence the game is small. Your work is in the preparation, not only the half hour before but the whole journey. But when they're in the game, they're the...protagonists, they're the ones who have to make the decisions and to influence the way the game will happen. So it's very interesting even when we're talking about early years to help kids develop the characteristics, some of them you'll find from moment zero that they want to do it, they feel that they have that role, they feel that the other kids will go with them. It's nice to see that, how kids see this leadership status on each other. But then of course there's your leadership role as well and so I'm not sure if my answer is heading to the combination option you put but you have a role. In

education we sometimes have an opposition, the idea that the teacher is the one who possesses all the knowledge and the only one who matters to the other extreme which is everyone's equal. And the coach is not equal, his part should invite participation, should delegate leadership on the kids, because in the game he won't do anything. Sometimes in some sports you'll see the coaches trying almost to join the field and to make all the decisions, it's impossible. It's not happening, it's a misinterpretation of what you're supposed to do. But you have a role, and it's a role and it's a responsibility and it's important for you to understand your leadership role and the way you manage the team, the interactions inside the team. All very [harmonious] I would say. The leaderships are connected inside the team so the better your leadership goes, the better the leaders of the team will...lead. It's all very [harmonious]. Maybe a combination but with a high emphasis that it starts with your leadership and it's from your leadership that probably your players will develop and continue their leadership and that's how I see it. Like a net of interactions and relationships where leadership should be.

1:13:32 Myself: Alright, well thank you Pedro. It's been a real pleasure. Thank you for giving me a little bit of your time too.

1:13:41 Sr. Rocha e Melo: Thank you for the opportunity.

[End of interview]